Formative Assessment Task

2nd Grade: Operations and Algebraic Thinking

### 2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

**Directions:**

1. Cut apart the equations and glue on index cards OR print as labels and stick on index cards.
2. Students work with a partner and play “memory”. Lay cards out face down in an array.
3. Player One turns over two cards. Both students solve both of the equations mentally. If the sums are equal the first player to say equal, gets to keep the match.
4. Player two turns over two cards and play continues.

Since any player can call out equal, no player ever gets two turns in a row.

**Considerations:**

Students should use what they know about number relationships to describe how they solved the problem.

Do students need to use fingers or manipulatives to solve the equations?

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| --- | --- | --- | --- | --- |
| 7+8= |  | 9+8= |  | 8+8= |
| 6+9= |  | 7+10= |  | 7+9= |
| 5+8= |  | 9+5= |  | 8+3= |
| 7+6= |  | 7+7= |  | 6+5= |
| 6+6= |  | 8+4= |  | 4+9= |
| 3+9= |  | 5+7= |  | 10+3= |
| 8+6= |  | 5+4= |  | 7+3= |
| 11+3= |  | 6+3= |  | 4+6= |
| 9+9= |  | 7+4= |  | 2+8= |
| 10+8= |  | 2+9= |  | 5+5= |



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| Teacher notes: |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |